Scaffolding for Success: Strategies for Supporting Literacy Learning Across the Three Modes

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Image: David Ritter

http://scaffoldingwl.wikispaces.com/

Learning Outcomes Planning Menu

Learning Outcome: Students will (insert proficiency-based communicative language function) about (insert global issue or social problem using information from (cultural context, academic content, Career Pathway), and (insert grammatical structure) and (insert vocabulary topic).

Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

Global Issue or Social Problem:

- Advertising
- Aging/Generation Gap
- Beauty & Aesthetics
- Bullying
- Community Service
- Crime & Safety
- Diversity & Interculturality
- Dreams/Future
- Economic Issues
- Education
- Emergencies (Preparedness)
- Entertainment/Fine Arts
- Ecology/Environmental Issues
- Exploration
- Family Violence
- Fashion
- Friendship & Love
- Health Care & Hygiene
- Heroism
- Homelessness & Hunger
- Human Rights
- Identity & Self-Expression
- Immigration
- Literacy
- Natural Disasters
- News & Current Events
- Nutrition
- Peace & War
- Prejudice & Stereotyping
- Science & Technology
- Substance Abuse
- Women's Rights

Cultural Context:

- Community Organization
- Country
- Cultural Event
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

Academic Content:

- Art
- Business Management & Administration
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- Health Sciences
- Information Technology
- Marketing
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

Career Cluster Pathway

(Click here, choose a career pathway, then click to view professional tasks)

Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

Vocabulary:

- Adjectives
- Animals
- Body parts
- Colors
- Community
- Emotions
- Health
- Numbers
- Pastimes
- Place, & Professions
- School
- Technology

Assessment & Projects
(Which will align best with your learning outcome?)

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Weebsites

Brainstorm Ideas for Your Lesson

Step 1: Planning Interpretive Input

Lesson or Unit Topic

Targeted Learning Outcome(s)

Students will (proficiency-based communicative language function) about (global issue or social problem) in (cultural context) using information from (academic content or career pathway), and (grammatical structure) and (topic) vocabulary.

Input Needed to Achieve Learning Outcome(s)

(Check all concepts, information, or ideas that apply.)

- ***Academic or career-related content*** **of the lesson or unit**
- ***Background*** **of the lesson/unit topic, social issue, or problem** (*Social Problems & News Topics in the 21st Century*; *Defining the Social Problem*; *Community Challenges*
  - Various points of view on the lesson/unit topic
  - Various perspectives *(different groups within the target culture, various stakeholders, U.S. compared with the target culture)*
- ***Cultural context*** **of the lesson/unit:** (*List relevant elements below*)
  - A country, geographical region, or location in the target culture
  - A particular historical event or time frame
  - An institution, organization, or profession in the target culture
  - A specific person, group of people, or subculture of society
- ***Pragmatics*** **needed for the lesson/unit:** (*List relevant elements below*)
  - Cultural Norms for the Lesson/Unit Topic
  - Speech Acts for the Lesson/Unit Topic *(Asking and answering questions, expressing disagreement, interrupting, turn-taking)*
  - Interactional Norms
  - Cross-cultural Similarities & Differences

Step 2: Identifying Authentic Sources of Possible Input

Necessary Background Information

Relevant, Intriguing Input Through High Quality, Culturally Authentic TEXTS

1 – Informational Print Text:

2 – Literary or Popular Text:

3 – Multimedia Text *(Artwork, image, infographic, photograph, song, video):*

Possible Texts

- **Ad or commercial**
- **Article**
- **Artwork, image, or photograph**
- **Brochure or Pamphlet**
- **Business Website**
- **Cartoon or comic strip**
- **Children's Book**
- **Cultural artifact or piece of realia**
- **Documentary**
- **Editorial, Essay, or Opinion Piece**
- **Flyer**
- **Infographic**
- **Interview**
- **Magazine or Newspaper Article**
- **Meme**
- **Movie Trailer**
- **Newscast**
- **Poem**
- **Proverb**
- **Public Service Announcement**
- **Results from a poll or survey (Gallup, etc.)**
- **Radio Story**
- **Short Story**
- **Song**
- **Video Clip or "Short"**
- **Website**

Evaluate

Did you select texts that are easy to see, hear, and that represent a variety of…

- ☐ cultural perspectives (i.e., from different countries, regions, people of different ages or socioeconomic groups)?
- ☐ genres (biography, comic, diary, essay, film, news, poetry, short story, song)?
- ☐ modalities (i.e., audio, images, multimedia, print, video)?
- ☐ viewpoints (i.e., aesthetic, economic, historical, philosophical, political, etc.)

HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a country-specific search engine
- Search in your **target language**.
- Put your search terms in **quotation marks** *(i.e., "search terms")*
- Narrow your search with **multiple search terms** *(i.e., Picasso "Spanish civil war")*
- Try searching for **specific types of texts** *(i.e., audio files, images, or videos)*
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki
http://cultureconnection.wikispaces.com/

ASL: http://cultureconnection.wikispaces.com/ASL

Arabic: http://cultureconnection.wikispaces.com/Arabic

Chinese: http://cultureconnection.wikispaces.com/Chinese

French: http://cultureconnection.wikispaces.com/French

German: http://cultureconnection.wikispaces.com/German

Indonesian: http://cultureconnection.wikispaces.com/Indonesian

Italian: http://cultureconnection.wikispaces.com/Italian

Japanese: http://cultureconnection.wikispaces.com/Japanese

Korean: http://cultureconnection.wikispaces.com/Korean

Latin: http://cultureconnection.wikispaces.com/Latin

Persian: http://cultureconnection.wikispaces.com/Persian

Portuguese: http://cultureconnection.wikispaces.com/Portuguese

Russian: http://cultureconnection.wikispaces.com/Russian

Spanish: http://cultureconnection.wikispaces.com/Resources

Vietnamese: http://cultureconnection.wikispaces.com/Vietnamese

Step 4: Planning the Use of Culturally Authentic Texts

1) **The three texts I have selected are:**

   Text 1: _____
   Informational Print Text

   Text 2: _____
   Literary or Popular Text

   Text 3: _____
   Multimedia Text (Artwork, image, infographic, photograph, song, video)

2) **The academic concepts, principles, and/or content I want students to learn from these texts are:**

   Concepts: _____

   Principles: _____

   Content: _____

3) **The pragmatic or cultural content I want learners to notice and/or explore through these texts is:**

   Pragmatic Content: _____

   Cultural Products, Practices, & Perspective(s): _____

4) **The primary language pattern I want learners to notice and appropriate from these texts is:**

   _____

5) **The thinking task(s) that will help learners investigate these ideas are:**

6) **The talking task(s) that will help learners make sense of what they notice:**

7) **The scaffolding I will use to support learners in successfully completing these tasks includes:** *(Check all that apply)*

Checklist of Scaffolding Strategies

- ☐ Activate Prior Knowledge & Experiences
- ☐ Advance Organizers or Anticipation Guides
- ☐ Analogies
- ☐ Charts and Graphs
- ☐ Checks for Understanding (i.e., formative assessments)
- ☐ Chunking (break task into small chunks)
- ☐ Cognates
- ☐ Compare & Contrast (i.e., provide synonyms and antonyms)
- ☐ Concept or Mind Maps
- ☐ Cooperative Learning Strategies
- ☐ Demonstrations
- ☐ Diagrams or Figures
- ☐ Dramatize Meaning (i.e., with .GIFs, simulations, TPR, video demos)
- ☐ Examples (at least 3)
- ☐ Formatting (i.e., bold, color-coding, boxes, italics, underlining)
- ☐ Formulas
- ☐ Graphic Organizers
- ☐ Highlight Patterns
- ☐ Illustrations, Images, or Photographs
- ☐ Infographics
- ☐ Manipulatives
- ☐ Metacognitive Strategies
- ☐ Metaphors
- ☐ Models
- ☐ Multiple Modalities (i.e., print, play, video)
- ☐ Paraphrasing
- ☐ Personal Connections to Text
- ☐ Prompts
- ☐ Questions
- ☐ Reading Strategies
- ☐ Sentence Frames
- ☐ Sequence Tasks (simple to complex; familiar to unfamiliar; concrete to abstract)
- ☐ Social Support (i.e., explain to a partner, work with a partner)
- ☐ Sound Effects
- ☐ Step-by-step Instructions
- ☐ Tables
- ☐ Templates
- ☐ Think Alouds
- ☐ Timelines
- ☐ Video Clips
- ☐ Visual Representations
- ☐ Word Banks or Word Walls

Planning Menu for Reading Activities

Culturally Authentic "Texts"

(Products, Practices, Perspectives)

- ☐ Ads or Commercials
- ☐ Art, Images, Photos, or Pictures
- ☐ Brochures or Flyers
- ☐ Cartoons, Comics, & Graphic Novels
- ☐ Children's Books
- ☐ Documentaries or Newscasts
- ☐ Games, Jokes, or Puzzles
- ☐ Guest Speakers
- ☐ Infographics or Results from a Survey
- ☐ Interviews
- ☐ Magazine or Newspaper Articles
- ☐ Movie Trailers or "Shorts"
- ☐ Music, Audio Books, Radio Stories
- ☐ Online (blogs, e-mails, websites)
- ☐ Proverbs, Quotes, Tongue Twisters
- ☐ Realia (Programs, Receipts, Tickets)
- ☐ Short Stories, Plays, or Poems
- ☐ Video Clips

Checks for Understanding

- ☐ ABC Boxes, ABC Summary, or Acrostic
- ☐ Blog, Discussion Forum, or Journal
- ☐ Closure Activities
- ☐ Foldables or Graphic Organizers
- ☐ Games (Catch Phrase, Taboo, 20 ?s)
- ☐ Gimme 5 or PearDeck
- ☐ Grab-a-Word/Picture or Hear/Circle
- ☐ Popcorn, Signal Cards, Snowballs
- ☐ 3-2-1 or Exit Tickets, Think-Pair-Share
- ☐ Total Physical Response (TPR)
- ☐ Wows, Wishes, & Words of Wisdom

Ways to Read a Text

- ☐ Choral → Shared → Guided → Paired → Individual Rdg.
- ☐ Describe & Draw
- ☐ Hear/Say or I Have/Who Has?
- ☐ Inside/Outside Circles
- ☐ Jigsaw (Read & Retell)
- ☐ Round Robin Reading
- ☐ Recording Studio (Audacity)
- ☐ Reader Response (√,?, !, ♥)
- ☐ Roll & Retell, Roll a Topic
- ☐ Say Something (Sentence Stems)
- ☐ Story Switches or Table Tents

Reading Activities

- ☐ Analogize, Analyze, Infer, Predict, or Problem-Solve
- ☐ Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
- ☐ Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
- ☐ Compare & Contrast
- ☐ Evaluate (The 4 As Protocol)
- ☐ Grab-a-Word/Picture
- ☐ Highlight Cognates/Words
- ☐ Inductive Grammar
- ☐ Manipulatives, Picture Pop-ups
- ☐ Reciprocal Strategies Wksheet
- ☐ Save the Last Word for Me
- ☐ Scavenger Hunt (Another ex.)
- ☐ State, Support, Justify, Defend Opinions
- ☐ Text Rendering Protocol

Discussing or Retelling a Text

Individual **P**airs **G**roups **W**hole Class

Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs

- ☐ Affinity Diagram (Example)
- ☐ Carrousel Walk
- ☐ Contextual Inquiry
- ☐ Focus Group
- ☐ Four Corners
- ☐ Games (Tell Me About)
- ☐ Human Graphing (Ex 1, Ex 2)
- ☐ Inside/Outside Circles
- ☐ Interviews or Panel of Experts
- ☐ Jigsaw
- ☐ Learning Centers
- ☐ Listening Grids
- ☐ Mixers or Musical Chairs
- ☐ Paired Activities (Info. Gap)
- ☐ Problem-solving Tasks
- ☐ Reciprocal/Power Teaching
- ☐ Role Plays, Simulations, or Skits
- ☐ Roll a Story or Silly Stories
- ☐ Rotation Reviews
- ☐ Scavenger Hunts
- ☐ Show & Tell
- ☐ Signature Searches
- ☐ Stand When You Hear…
- ☐ Story Squares
- ☐ Surveys or Questionnaires
- ☐ Telephone
- ☐ Think-Pair-Share

Technology

Brainstorming

- ☐ Padlet or Popplet
- ☐ PrimaryPad
- ☐ Tricider

Creating Products

- ☐ Canva, Infogr.am, Venngage
- ☐ Edublogs
- ☐ Glogster or Mixbook
- ☐ Issuu
- ☐ Letterpop
- ☐ MakeMyNewspaper
- ☐ Motivator
- ☐ Powtoon or Biteable
- ☐ Simplebooklet or Smore
- ☐ Storybird
- ☐ StoryboardThat
- ☐ Timetoast or Capzles
- ☐ ToonDoo
- ☐ Weebly or Wix

Gathering & Analyzing Info.

- ☐ BlendSpace
- ☐ Gliffy or Mindomo
- ☐ Google Forms or Wufoo
- ☐ PollEverywhere or Survey Monkey
- ☐ Thinglink

Interviewing

- ☐ Appear.in
- ☐ Audacity or Vocaroo
- ☐ ChatWing
- ☐ Google Hangouts or Skype
- ☐ Voicethread or Voki

Purposes of Pre-, During, & Post-Reading Activities

Purposes of Pre-reading

Activate students' prior knowledge and experiences

Build background knowledge and oral language to prepare students for the content of the text
- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

Purposes of During Reading

Apply reading strategies

Break up (scaffold) the text

Communicate to critically process the content/meaning of text

Develop interpersonal communication skills

Evaluate and support comprehension

Purposes of Post-reading

Analyze text (counterbalance theory)

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

Possible Pre-, During, & Post-Reading Activities

Pre-Reading Activities

Activate Prior Knowledge & Experiences:

- ☐ ABC Brainstorm
- ☐ Analogies or Metaphors
- ☐ Anticipation Guide
- ☐ Cloze Passages
- ☐ Compare & Contrast (Elementary)
- ☐ Concept Definition Map
- ☐ Concept Sort (List, Group, & Label)
- ☐ Describe & Draw, Circumlocution
- ☐ Frayer Model
- ☐ Games (Charades, Detective, M&Ms, Taboo (Cards), $10,000 Pyramid)
- ☐ Gouin Series
- ☐ Highlight words they KNOW
- ☐ Idea Rating Sheet/Opinionnaire
- ☐ Inquiry Chart
- ☐ Inside/Outside Circles
- ☐ KWL Chart (Modified)or Inquiry Chart
- ☐ Magic Box
- ☐ Mystery Picture
- ☐ Predict the Text (Pix in Wordless Bks)
- ☐ Predictions(First Lines)(Possible Sent)
- ☐ Put Scrambled Paragraphs in Order
- ☐ Questioning, Surveys
- ☐ Read an Easier Text on Same Topic
- ☐ Respond to a Quote (Essay), Journals
- ☐ Show & Tell
- ☐ Signal Cards (May use other content)
- ☐ Total Physical Response (TPR)
- ☐ Video Clips or Slideshows
- ☐ Vocabulary Word Map (Alternate ver.

During Reading Activities

Pause to Participate:

- ☐ Annotate or Highlight
- ☐ Checklists
- ☐ Cloze Passages
- ☐ Compare & Contrast
- ☐ Dramatize, Draw, or Illustrate
- ☐ Embedded Reading
- ☐ Graphic Organizers
- ☐ Journals (Dialectical, Double-entry)
- ☐ Metacognitive Activities
- ☐ Opinion/Proof
- ☐ Paraphrase
- ☐ Question Answer Response (QAR)
- ☐ Reader Response (Tax. of Reflection)
- ☐ Reading Comprehension Strategies
- ☐ Responding to Non-fiction Template
- ☐ Scavenger Hunt (Inquiry Chart)
- ☐ Selective Underlining
- ☐ Semantic Feature Analysis
- ☐ Sequence (Events, Images, or Text)
- ☐ Signal Cards (May use other content
- ☐ Sound Effects Read Aloud Activity
- ☐ SQ4R
- ☐ Subtitles
- ☐ Text Rendering Protocol
- ☐ Text Structures
- ☐ Think Aloud
- ☐ Think-Pair-Share
- ☐ Three-minute Pause
- ☐ Venn Diagram (2, 3, with summary)
- ☐ Vocabulary Word Map

Post-Reading Activities

CHECK COMPREHENSION

- ☐ Choose Your Own Reading Activity
- ☐ Games
- ☐ Interview the Text, Write T/F Stmt
- ☐ Reading Response Choice Boards
- ☐ Reflect or Self-assess (I can . . .)
- ☐ Sentence Starters for R. Response
- ☐ Sequence (Events, Images, Text)
- ☐ Three, Two, One

ORGANIZE & SYNTHESIZE INFO.

- ☐ Cause and Effect Worksheet
- ☐ Character Comparisons/Maps
- ☐ Graphic Organizers
- ☐ Pattern Puzzles
- ☐ Story Map
- ☐ Text Rendering Protocol
- ☐ Thesis/Proof
- ☐ Venn Diagram (2, 3, w/ summary)

SUMMARIZE TEXT

- ☐ ABC Brainstorm
- ☐ Assemble Cut-up Summaries
- ☐ Checklist Retelling
- ☐ Common Core Sentence Frames
- ☐ Illustrate Key Passages of Text
- ☐ Lesson Closure Frame
- ☐ Making Inferences
- ☐ Map the Story (Story Pyramid)
- ☐ Read & Retell,Roll & Retell (Rubric
- ☐ Reciprocal Teaching
- ☐ Sum It Up (Instructions)

Strategies for Scaffolding Reading

Key Phases of Scaffolding Engagement with Texts

(Pre-, During, & Post-)

Goal: Reduce cognitive load

- ☐ ***INPUT: Noticing & Awareness***

  Scaffold attention *(formatting)*

- ☐ ***COGNITIVE PROCESSING: Guided Practice***

  Scaffold engagement with text (related global issues, social problems, cultural contexts, & disciplinary content)

  - **C**omprehend the text *(personal connection & interaction)*
  - **O**rganize key concepts and principles *(abstraction)*
  - **R**eflect on, compare/contrast, & critically interpret meaning of text *(interpretation)*
  - **E**xplore and experiment with multiple perspectives *(application)*

- ☐ ***OUTPUT: Communicative Practice & Corrective Feedback***

  Scaffold sharing of learning

Key Principles

1) **Activate** prior knowledge and experiences
2) **Break** into "bite-sized chunks of complexity" (Spiro, 1991)
3) **Create** conceptual and cultural schema
4) **Develop** understanding through shared, contextualized, interactive experiences
5) **Engage** students with meaning/content through interactive tasks/personal connex
6) **Focus** on form to foster accuracy & academic language development (i.e., language patterns & vocab. in the text)
7) **Give** opportunities to use lang. & content for interpersonal communication
8) **Have** students make

Scaffolding Text Structure

Format the text:

- Divide it into smaller, manageable **chunks**
- Increase the font size
- Double-space between sentences & paragraphs
- **Bold** main ideas
- Highlight and color code language patterns
- Add *headings, titles, or captions* to long passages for orientation

Add H.E.L.P.S. to the Text:

- **H**ints regarding genre
- **E**xtratextual supports that clarify meaning (i.e., charts, graphs, images)
- **L**inks or QR codes to definitions, cultural notes, or related texts
- **P**araphrases of main points
- **S**omething to DO at strategic points (Create, make personal connections, reflect, summarize, tell a partner)

Scaffolding the Reading Process

- Engage students with *pre-, during, post-reading activities*
- Read a *simpler text* first that exposes students to conceptual or cultural content, language patterns, or vocabulary
- Read *multiple texts on the same topic*
- Focus on *main ideas, then details, then implications*
- Teach *reading strategies*
- Use *activity protocols*

Scaffolding Engagement

Extract information for a purpose

- Annotate the text
- Ask questions
- Categorize, sort, and label
- Compare and contrast
- Highlight words you know
- Identify main ideas
- Illustrate
- Locate important details
- Match pictures to sentences
- Note comprehension (√,?, !, ♥)
- Paraphrase or summarize
- Predict (Y/N, Word Splash)
- Sequence main ideas, ¶s
- Write headings or titles

Step 5: Scaffolding Culturally Authentic Texts

1) **Read the text**, making note of things that might be hard for learners to understand.

2) Add **headings, titles, or captions** to long passages for orientation.

3) **Divide the text** into logical, "bite-sized" chunks.

4) Insert **opportunities to DO something** after each chunk and/or at other strategic points within the text.

   - ☐ **Activate prior knowledge and experiences** *(What do you know about…? Tell me about an experience you had with…)*
   - ☐ **PREVIEW the organization and genre of the text** *(Look at the headings, images, and bolded phrases, then identify the topic/genre of the text.)*
   - ☐ **PREDICT the content of the text** *(Write one sentence that says what you think this text will be about.* OR *Read each sentence then check off the items you think will appear in the text.)*
   - ☐ **PLAY with or PERFORM something in the text** *(Explore this cultural practice from the text by…, play the game described in the text…, dramatize…)*

5) Ask learners to make **multiple passes through the text** for different purposes:

   - ☐ Circle all the **cognates**
   - ☐ Highlight all the words you know
   - ☐ Scan the text and then underline the **main idea**
   - ☐ Skim each paragraph and box the key word or phrase of its main point
   - ☐ Highlight the parts of the text you agree with in green, disagree with in red
   - ☐ Turn to a partner and say something at the end of each paragraph
   - ☐ Put a squiggly line under repeated language patterns in the text
   - ☐ Highlight all cultural references in the text
   - ☐ Hotlink each cultural reference in the text to an illustrative image or video
   - ☐ Relate each main idea to a personal experience w/ the comment feature
   - ☐ Draw a summary at the end of each paragraph
   - ☐ Play the assigned classroom or online game at the end of each page
   - ☐ Talk about the discussion questions at the end of each ¶ w/ a partner

6) **Format** the text:

   - ☐ Increase the font size & double-space between sentences/paragraphs
   - ☐ Bold **main ideas,** highlight, *italicize*, underline, or color code patterns

Step 5: Scaffolding Culturally Authentic Texts

7) Use text boxes to add **H.E.L.P.S. (support features)** to the text:

- ☐ **Hints** regarding genre
- ☐ **Extratextual supports** that clarify meaning (i.e., charts, graphs, images)
- ☐ **Links or QR codes** to definitions of academic language, notes about historical or cultural content, or related texts
- ☐ **Paraphrases** of main points
- ☐ **Something to DO** (i.e., create, make personal connections, reflect, summarize, tell a partner something, or other reading strategies you want learners to use while reading specific portions of the text)

8) Insert an activity at the end of the text that asks learners to **think critically about the text** by:

- ☐ Analyzing the pros, cons, or logic of arguments or issues raised in the text (*Weighted Pros and Cons*; *Decision Making Worksheet*; *Appraising Change*)
- ☐ Categorizing, ranking, prioritizing, or sorting
- ☐ Comparing and contrasting
- ☐ Creating a representation of the relationships of main ideas in the text
- ☐ Evaluating possible solutions to the problems noted in the text
- ☐ Comparing and contrasting (*Chart*, *Compare & Contrast Key Words*, *Graphic Organizer*; *Map*; *Mind Map*; *Open Compare/Contrast*; *T-chart*, *Venn Diagram*, *Web*)
- ☐ Generating questions, making inferences, or proposing actions
- ☐ Solving problems
- ☐ Stating, justifying, and defending beliefs, opinions, perspectives, and values related to the text
- ☐ Summarizing, synthesizing, and sharing what they learned from the text

9) **Structure activities** so they focus on ***meaning*** first, then ***form***, then ***communication*** about cultural or academic content.

10) **Sequence activities** so they move from ***concrete contexts*** and hands-on, ***personalized experiences*** toward the consideration of more ***abstract ideas***, less familiar contexts, and a discussion of cultural, social, or global ***implications***.

Template for Scaffolding Interpretive Communication

Instructions (in the target language):

1) Think through every step of the task.
2) Write each step on a separate line.
3) Do not use more than 5 steps.
4) Do not use more than 10 words in any step.
5) Steps must be logically sequenced and in the target language.

Formatted Excerpt from the Text

A: Question Frame: How many questions will learners ask about the lesson?

B: Sentence Frame: Learners will ask _____ questions about _____.

Model or Example: Learners will ask 3 questions about academic content.

Word Bank of Possible Answer Choices:

Numbers	Topics
3: three	social issues
5: five	cultural perspectives
7: seven	academic content

Provide language needed for group/social interaction here.

Can you help me….please?

First, we need to…., then we can…

How do you spell that?

I think we might need to change…

What do you think about that?

Provide language needed for discussing academic content here.

- conjunctions
- content-related vocabulary
- transitional words/phrases

Give instructions for what learners should do when they finish the task here.

Activity Scaffolding Template

Objective: Students will (insert proficiency-based communicative language function) about (insert global issue or social problem using information from (cultural context, academic content, or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

Essential Grammar/Vocabulary:

- **Targeted Language Pattern:**

- **Targeted Vocabulary:** *(list no more than 7 words or phrases)*

Materials: For this activity, you will need (**list resources/materials here**).

Model: Insert a model (or a photo) of the finished product here.

Instructions to Students: *(Write each step on a separate line* ***<u>in the target language</u>****, no more than 5 lines, more than 7 words per line.)*

Paso 1:

Paso 2:

Paso 3:

Paso 4:

Paso 5:

Task: Insert the questions, pictures, problems, or prompts for the task here in the target language. (Use additional pages as needed.)

<u>In the target language</u>, write in this box what you want students to do once they have finished the activity (i.e., do the next assignment, draw something, get the key and correct their work, have a conversation with a partner, put away materials, turn in their papers, etc.).

Guiding Questions for Planning Interpretive Input

1) What is the lesson/unit TOPIC?

2) What are the TARGETED LEARNING OUTCOMES?

3) What INPUT do learners need to achieve the learning outcomes?

4) Where will you find high quality, CULTURALLY AUTHENTIC TEXTS representing different cultural perspectives, genres, modalities, and viewpoints?

5) How will you divide the texts into small, logical CHUNKS?

6) How will you FORMAT the texts so they invite learners to notice key concepts and information?

7) How will you ACTIVATE LEARNERS' PRIOR KNOWLEDGE & EXPERIENCES about the topic of the texts?

8) How will you BUILD LEARNERS' CONCEPTUAL KNOWLEDGE/SCHEMA about the content of the texts?

9) How will you help learners to PREVIEW the texts?

10) How will you help learners to MAKE PREDICTIONS about the texts?

11) What READING STRATEGIES will learners use to read the texts?

12) How and for what purposes will learners MAKE MULTIPLE PASSES THROUGH THE TEXTS?

13) What will learners DO WITH THE TEXTS to help them understand their meaning?

14) How will you help learners to ASK AND ANSWER THEIR OWN QUESTIONS about the texts?

15) How will you help learners to CLARIFY THEIR BELIEFS, VALUES, AND PERSPECTIVES about the content of the texts?

16) How will you guide learners to DISCOVER THE LANGUAGE PATTERNS in the texts?

17) How will you support learners in using the language patterns they have discovered to COMMUNICATE about the texts?

18) How will you help learners to SUMMARIZE, SYNTHESIZE, & SHARE what they have learned from the texts?

Scaffolding Interpersonal Communication

Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate
- Create an information gap
- Give learners meaningful content to discuss
- Target specific communicative language functions
  - *Ask Questions*
  - *Compare/Contrast*
  - *Describe*
  - *Explain*
  - *Narrate*
  - *State Opinions*
  - *Hypothesize*

Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

Strategies for Developing Intercultural Communication

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret

Brainstorm Ideas for Your Lesson

Targeted Proficiency Level:

Possible Cultural Context(s):

Culturally Authentic TEXTS:

Art –

Children's Books -

Comics –

Documentaries -

Infographics –

Interviews –

Magazine Articles -

Movies –

Newspaper Articles –

Plays –

Poems –

Proverbs –

Realia -

Short Stories –

Songs –

Video Clips –

Critical Thinking TASKS:

____ Analyze
____ Categorize or sort
____ Compare/contrast
____ Create
____ Evaluate
____ Generalize or Infer
____ Justify/defend
____ Predict
____ Problem-solve
____ Synthesize

TALK - Communicative Function(s):

What will students DO with language?

Targeted Language Pattern(s):

7 Key Vocabulary Words:
(Academic Language)

1) 4)
2) 5) 7)
3) 6)

TALK - Interpersonal Communication Task(s):

Ask & answer ?s

Circumlocute

Compare & contrast

Describe

Explain

Hypothesize

Narrate

Writing Purposes

____ Comparison/Contra
____ Description
____ Elaboration
____ Explanation
____ Hypothesis
____ Narration
____ Persuasion

Writing Tasks & TOOLS:

Interactive Practice:

Activate prior knowledge & experiences:

Break into bite-sized chunks that build conceptual understanding (of social issue and/or cultural context):

Create conceptual and cultural schema by connecting to students' personal knowledge and experiences:

Develop understanding through shared, contextualized, interactive experiences grounded in texts:

Engage students with the meaning & content of texts through interactive tasks that require critical thinking:

Focus on form to foster accuracy and academic language development by focusing on form (i.e., language patterns & vocabulary in the text):

Give opportunities to use the language & content for interpersonal communication and inquiry:

Scaffolding Cultural Inquiry & Critical Thinking

What are the cognitive and linguistic demands of each of the following communicative tasks that develop intercultural skills?

Progressively expand:

CONTEXT (Personal → General Professional → Domain-specific Professional)

CONTENT (Familiar, concrete → Formal, abstract)

COGNITIVE SKILLS (Lower→ Higher) Embedded in context/content

CONTROL (Minimal → Full)

Interact

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders (Polite, culturally-appropriate responses)

Narrate & Describe

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

Compare & Contrast

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

Reflect & Interpret

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

Possible Scaffolds:

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

Scaffolding Interculturality

1) **Respond to these prompts.**

2) **Use no more than three bullet points per box.**

Learners will observe multiple examples of…within the cultural context of…using…

Learners will reflect on their own culture, the target culture(s), and cultural relationships by…

Using: Field Trip Reflections, Reflection Spinner, Self-Reflection Worksheet, The

Learners will compare & contrast…

Using: Chart, Compare & Contrast Key Words, Graphic Organizer; Map; Mind Map; Open Compare/Contrast; T-chart, Venn Diagram, Web

Learners will interact with target language communities by…

Collaborating with native speakers, interviewing members of target language communities, participating in community events

Learners will critically interpret intercultural experiences by…

Evaluating the accuracy, authenticity, authority, credibility, and coverage of cultural information; generating alternative hypotheses; grounding interpretations in sound reasoning and evidence, and verifying interpretations

What is academic language?

". . . the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.

Building Academic Language

- **Categories** *(i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)*
- **Content-specific Vocabulary** *(Congruent, Immigrate, Mitosis, Stanza)*
- **Expand the Context** *(Self → Neighborhood → Community → Country → Culture → World)*
- **Focus on General Academic Language That Transfers Across Disciplines** *(Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)*
- **Mind Maps & Word Families** *(nourish, nutrients, nutrition, nutritious, malnourished)*
- **Progressively Shift from Concrete to Abstract** *(My boyfriend → Affection)*
- **Substitute Prepositional Phrases** *(to come back = to return; to give up = to surrender)*
- **Teach Transitional Words & Phrases** *(By contrast, Consequently, Furthermore, However, Therefore)*
- **Use Technical Terms** *(Calibrate, cardiac, configure, contusion, pediatric, polymer)*
- **Word Study** *(i.e, word roots, prefixes, suffixes, synonyms and antonyms, compound words)*

COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

Interpersonal Communication: Planning Linguistic Scaffolding:
What language will learners need in order to fulfill the demands of the tasks?

Text 1:

Text 2:

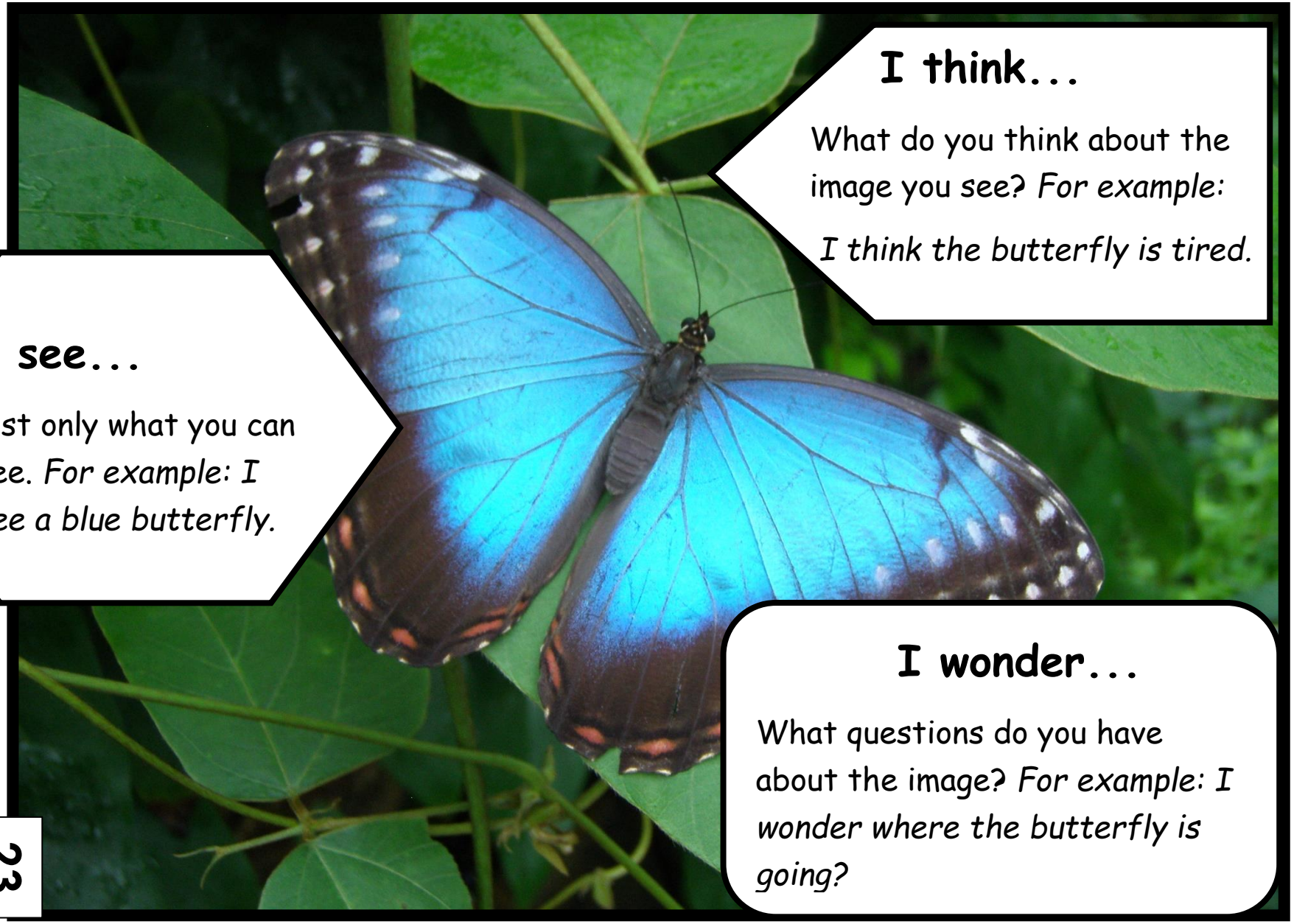
THINKING TASK(S):

TALKING TASK(S):

Lesson Phases	Oral Language *(What do you want to hear?)*	Language for the Content *(Academic Language)*	Language for the Task *(Thinking/Tech)*	Language for Group Interaction
Pre-reading				
During Reading				
Post-reading				

Can Do Statement:

Formative Assessment(s):



I see...

List only what you can see. *For example: I see a blue butterfly.*

I think...

What do you think about the image you see? *For example:*

I think the butterfly is tired.

I wonder...

What questions do you have about the image? *For example: I wonder where the butterfly is going?*

Blank Survey Activity Template (What is your question?)

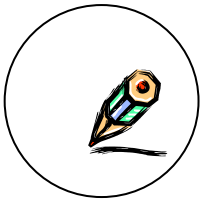
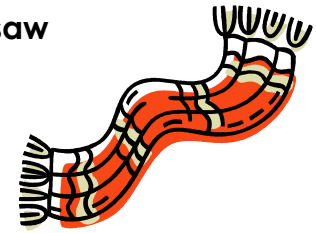
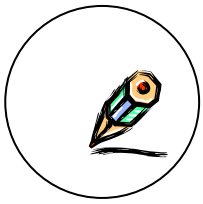
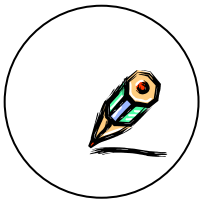
#	Partner A	Partner B
1)	?	
2)		?

3) Partner A

(Students will fill out this part of the page during the activity.)

Name of Partner B	I like…	I don't like…	Name of Item

Blank Information Gap Activity Template: *Cultural Products*

Partner A	Partner B
1) What did you notice in the video?	1)
2) 	2) I noticed
3)	3) What did you see?
4) I saw 	4) 
5) Did you notice anything else?	5)
6) 	6) I noticed

Proficiency-based Task Planning Guide (based on notes from Judy Liskin-Gasparro)

Novice

To shift to Intermediate, learners should:

- Use full sentences (in any order)
- Create own meaning
- Use question words
- Circumlocute
- Use rejoinders (not praise expressions)
- Focus on comprehensibility

Prompts Requiring Formulaic Language:

1) Ask formulaic *¿Qué?* questions → Lists
2) Ask learners to describe in the present
3) Ask learners to narrate in the present

<u>Tips for Teachers</u>

- ▶ Focus on what is familiar to learners
- ▶ Give learners opportunity to recycle vocabulary use in different contexts
- ▶ Encourage the use of connectors
- ▶ Encourage learners to expand precision by adding details
- ▶ Encourage learners to provide details with relative clauses
- ▶ Encourage the avoidance of repetition with the use of pronouns
- ▶ Provide sentence frames and word banks

Intermediate

To shift to Advanced, learners should:

- Complete tasks that require paragraph-level responses
- Use sentences organized with time markers & transitions
- Practice varying sentence structure
- Focus on linking ideas

Prompts Requiring Creation w/ Language:

1) Ask for a **description** of the place, event, or circumstances → Descriptions in sentences *(Formulaic ¿Cómo es? Questions)*
2) Ask for a **process** (all the details/steps) → Present narration *(How did you get started…?)*
3) Ask for a **story** from beginning to end
4) Scenarios that **require student to ask & answer ?s**, provide **details**, **elaborate**

- ▶ Ask about a variety of topics
- ▶ Move away from the speaker's autobiographical and personal interests toward community, local/national/news (avoid "hothouse specials")
- ▶ Develop same topic → past, present future narration by referring back to things already mentioned
- ▶ Spiral, expand contexts, get whole story
- ▶ Insist on circumlocution, don't help

Advanced

To shift to Superior, learners should:

- Discuss formal, abstract topics
- Complete professional tasks requiring precise vocab, academic lang., content
- Complete tasks that require argument and stating and supporting an opinion
- Describe & explain abstract issues, not just regurgitate facts/personal stories
- Build content knowledge and attend to culture and genre

Prompt Requiring Argumentation:

1) **State the context** *(En el campo de..,)*
2) **State the controversy** *(Hay algunos que dicen…, pero otros dicen que….)*
3) **State the question requiring an opinion or speculation** *(¿Qué opinas? ¿Cuáles son las ventajas y desventajas?)*

- ▶ Be more formal/distant, not be helpful
- ▶ Act mildly confrontational
- ▶ Raise the level of your own language, use some of the jargon, specialized vocabulary
- ▶ Use preludes to set tone and encourage provocative questions
- ▶ Model the level, broaden the context, require different points of view
- ▶ Invite abstract treatment of topic, supported opinion, and hypotheses

Scaffolding Collaboration: Skills Inventory

Instructions: Read each statement. → Write an answer in each column. → Don't use the same name twice.

List three people in this class who…	The first person I think of in this class	A friend in this class	Someone I don't know well
1) …demonstrate artistic skills.			
2) …are collaborative (work well with others).			
3) …are good communicators in English.			
4) …are good communicators in the target language.			
5) …are good at generating creative ideas and possibilities.			
6) …are critical thinkers and effective problem-solvers.			
7) …good graphic designers.			
8) …good at interacting with people from different cultures.			
9) …good at motivating others.			
10) …effective leaders.			
11) …well-organized.			
12) …good researchers.			
13) …persuasive public speakers.			
14) …good at using technological tools.			
15) …good writers.			

Scaffolding Collaboration: Progress Tracking Sheet

Names of Team Members:

_____

_____

_____

_____

Rate your team on each of the following criteria using the scale below:

This is not true of our team.	This is true of some, but not all of the team.	Uncertain.	Our team has addressed this issue, but we don't all agree.	Our team agrees on this issue.
1 2	3 4	5 6	7 8	9 10

_____ 1) We have **introduced ourselves** to one another.

_____ 2) We have **identified which aspect of the project we will work on** today.

_____ 3) We have **set a goal** for what we want to accomplish today.

_____ 4) We have **decided what we need to learn** in order to complete our task

_____ 5) We have **divided up responsibilities** among the members of our team.

_____ 6) **We all know how to** _____.

_____ 7) Our team can **describe and explain** _____.

_____ 8) Our team can **narrate** _____.

_____ 9) Our team can **state an opinion about** _____.

_____ 10) Our team can **demonstrate how to** _____.

_____ 11) One **question** our team still has is: _____.

_____ 12) Our team **needs help with** _____.

Proficiency-oriented
Peer Rating Sheet for Mock Interviews

Peer Feedback for the Person Conducting the Interview (THE INTERVIEWER)

Performance Criteria	Performance Target	Peer 1 Rating Rater:	Peer 2 Rating Rater:
Target Language Use	4: Circumlocutes when stuck. 3: Stays in the TL, but uses English for a few words that don't translate well. 2: Stays in the TL, but translates word for word. 1: Code-switches between the TL and English, especially when it comes to words they don't know.	Rating:_____ Comments:	Rating:_____ Comments:
Culturally Appropriate Behaviors	4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.). 3: Linguistically polite and uses some cultural conventions. 2: Linguistically polite, but does not demonstrate awareness of cultural conventions. 1: Demonstrates a lack of linguistic, cultural, and social grace.	Rating:_____ Comments:	Rating:_____ Comments:
Initiating, Sustaining, & Closing the Interview	4: Begins, sustains, and closes the interview. 3: Begins and sustains the interview, but the interviewee closes it. 2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it. 1: Interviewee begins, sustains, and closes the interview.	Rating:_____ Comments:	Rating:_____ Comments:
Asking Questions	4: Asks open-ended questions using a variety of sentence patterns. 3: Asks open-ended questions using a variety of interrogative words. 2: Asks yes/no questions using appropriate interrogative words. 1: Asks simple, informational tag questions (i.e., A statement + yes? no?).	Rating:_____ Comments:	Rating:_____ Comments:
Responding Politely & Asking for Clarification	Reacts to the interviewee's responses with: 4: Comments or requests for additional clarification and elaboration. 3: Appropriate rejoinders. 2: Single word responses. 1: Only non-verbally.	Rating:_____ Comments:	Rating:_____ Comments:

Developing Writing Skills

TEACHING WRITING
Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing

WRITING PROCESS
Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing

DEVELOPING WRITING SKILLS	BUILDING WRITING PROFICIENCY
• Tracing	• Graphic Organizer or Storyboard
• Copying	• Building Sentences (human sentence building or manipulatives)
• Multisensory Practice (Air, Beans, Magnets, Pudding, Salt, Sand, Sidewalk Chalk)	• Board Races or White Boards
• Dictation Activities	• Adding Details (Elaboration)
• Cloze Passages, Labeling, Lists	• Connecting Sentences with Conjunctions *(and, but, nor, or, so, yet)*
• Language Experience Approach	• Making Sentences More Complex *(clauses)*
• Picture Prompts, Picture Walk, Story Sacks	• Timed Writings *(to build fluency)*
• Journals: Dialogue, Conversation Journals, Pen Pal	• Using Transitional Words & Phrases *(signaling relationships among ideas, building arguments)*
• Writers' Workshop	• Writing in Culturally-Appropriate Ways *(genre, text structure, writing conventions)*

WRITING ACTIVITIES	
• **Big Book**	• **Magazine**
• **Billboard**	• **Movie Poster**
• **Blog Post**	• **Prequel**
• **Brochure**	• **New Ending**
• **Children's Book**	• **Newsletter**
• **Choose Your Own Adventure**	• **Newscast**
• **Clone Story/Poem**	• **Newspaper Article**
• **Comic Strip**	• **Obituary**
• **Conversation Journal**	• **Playscript**
• **Dear Abby Letter**	• **Poem**
• **Digital Story**	• **Pop-up or Smoosh Book**
• **Editorial**	• **Tabloid**
• Foldable	• **Tag Cloud or Tweet**
• **Fractured Fairy Tale**	• **Timeline**
• **Greeting Card**	• **Trading Card**
• **Letter to a Character**	• **Website**
• **Madlib**	• **Window Activity (with image)**

Tips for Chinese Teachers for Teaching Writing from Ellen Knell, Ph.D.
• Have learners follow along with the characters in a text during read alouds to help them connect oral language to print
• Build writing activities on a foundation of oral language and shared experiences *(Language Experience Approach)*
• Activate learners' prior knowledge and experiences before reading or writing activities
• Select high frequency characters
• Begin with easier characters first (i.e., use numbers to teach stroke order and directionality, then build on that knowledge to teach more complex characters)
• Give learners practice building characters
• Ask learners to use the characters they are practicing in sentences immediately so that their writing is contextualized
• Build learners' reading fluency and autonomy with timed practice
• Meaningful and contextualized writing practice builds character recognition and reading fluency

Guided Story Choice Web

1) **Make a choice in each row.**
2) **Write a story based on your choices.**

una aventura

España — **Venezuela**

el bosque — **una isla** — **las montañas**

un animal peligroso — **una idea interesante** — **una persona famosa** — **un objeto mágico**

una fiesta — **una pelea** — **un problema** — **un robo** — **una sorpresa**

la cárcel — **el café** — **la escuela** — **el hotel**

un descubrimiento — **un misterio** — **un tesoro**

el amor — **el conocimiento**

una transformación

Adapted by Cherice Montgomery from an idea by François Grellet. (1996). Writing for Advanced Learners of English. Cambridge University Press.

Timed Writing Practice

1) **Write one word in each box.**
2) **Stop writing when the teacher calls time.**
3) **Tally your total words.**

					5
					10
					15
					20
					25
					30
					35
					40
					45
					50
					55
					60
					65
					70
					75
					80
					85
					90
					95
					100
					105
					110
					115
					120
					125
					130

Total Time: _____ minutes **Total Words: _____**

Based on an idea by Kevin Fletcher & Linda Bayes

Timed Writing Practice

#	*Aspect of Work*	Positive Sentence Starters	Specific Example From Work	Reasons (+)
	One…	***…that…***	***…is/was…***	***…because it…***
1	Approach	…captured the audience's attention…		…**activated** the audience's prior knowledge and experiences with…
2	Aspect	…developed a sense of community…		…**captured** the audience's interest.
3	Component	…facilitated collaboration and/or student voice and choice…		…**challenged** the audience to think more critically about…
4	Concept	…highlighted your strengths…		…**clarified**…
5	Decision	…improved the quality of the experience…		…**elicited** meaningful discussion about…
6	Element	…provoked reflection…		…**enabled** the audience make sense of…
7	Example	…sparked the audience's curiosity/interest…		…**engaged** the audience while you…
8	Facet	…surprised the audience…		…**facilitated**…
9	Idea	…was cognitive challenging…		…**generated** a genuine desire in the audience to find out more about…
10	Item	…was emotionally engaging…		…**guided** the audience's attention to…
11	Part	…was especially effective…		…**helped** the audience to feel…
12	Piece	…was extremely thought-provoking…		…**invited** the audience to…
13	Principle	…was inspiring…		…**motivated** the audience to…
14	Segment	…was personally empowering…		…**prepared** the audience to/for…
15	Strategy	…was meaningful…		…**re-engaged** the audience…
16	Technique	…was powerful...		…**required** the audience to produce…
17	Thing	…was socially satisfying…		…**scaffolded** --- for the audience…
18	Way	…worked really well…		…**shifted** the audience's perspective about…

Timed Writing Practice

#	*Aspect of Work*	Suggestions for Change	Specific Example From Work	Reasons (∆)
	One…	***…that…***	***…is/was…***	***…because…*** ***…needs…*** ***…so that the audience could…***
1	Approach	…confused me…		…a wider variety of options/strategies…
2	Aspect	How did you decide…?		…breaking it down into smaller steps/more scaffolding…
3	Component	…I didn't understand…		…different options…
4	Concept	…I found challenging…		…more attention to aesthetics/visual support.
5	Decision	...I needed more of…		…more audience involvement…
6	Element	…I wanted to know more about…		…more authenticity…
7	Example	I was wondering what would happen if…		…more choice/voice in…
8	Facet	…would have been helpful…		…more concrete examples/details…
9	Idea	…would make this even better…		…more evidence of…
10	Item	…you might consider…		…more information…
11	Part	…you could further develop…		…more opportunities to…
12	Piece	…you may wish to refine…		…more personal connections…
13	Principle	…you might add…		…more physical involvement….
14	Segment	…you might expand…		…more reflection…
15	Strategy	…you might explore in more depth…		…more selective information…
16	Technique	…you might highlight..,		…more structure…
17	Thing	…you might include…		…more sustained inquiry...
18	Way	…you might remove…		…more time for…